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ABSTRACT

This 37-item annotated bibliography is a review of literature in the Educational Resources Information Center (ERIC) database from 1976-1989 related to vocabulary instruction in secondary education. The majority of citations in the bibliography provide articles with specific strategies for teaching vocabulary in content classrooms. The remainder of the sources in the bibliography focus on the theoretical framework, recent research, and an overview of the rationale for vocabulary instruction in secondary content areas. (RS)

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Vocabulary Instruction in Secondary Education

by Richard Lansberry

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Students in secondary classrooms encounter thousands of new words through their lessons and texts each year. Many of these words represent new concepts or new names for ideas with which students have had limited experience. It is impossible for an instructor to teach each new word; however, the correlation between a student's knowledge of the content vocabulary and his/her ability to comprehend the material is well established. The content area teacher has the difficult task of selecting which words/concepts are most important and providing the necessary experiences to insure that students learn them. This will often involve a number of exposures to a new word, with a group that is, at times, less than receptive to traditional forms of vocabulary study. The teacher who is able to employ a wide spectrum of techniques and motivational strategies will make learning content vocabulary more stimulating and enduring for students.

This bibliography is a review of literature in the ERIC database from 1976-1989 related to vocabulary instruction in secondary education. The majority of the citations provide articles with specific strategies for teaching vocabulary in content classrooms, regardless of the subject matter being taught. The remainder of the sources focus on the theoretical framework, recent research, and an overview of the rationale for vocabulary instruction in secondary content areas. Those teachers looking for new instructional ideas and seeking ways to improve their programs will find this collection of sources helpful.

Two types of citations are included in this bibliography—citations to ERIC documents and citations to journal articles. The distinction between the two is important only if you are interested in obtaining the full text of any of these items. To obtain the full text of ERIC documents, you will need the ED number given in square brackets following the citation. For approximately 98% of the ERIC documents, the full text can be found in the ERIC microfiche collection. This collection is available in over 800 libraries across the country. Alternatively, you may prefer to order your own copy of the document from the ERIC Document Reproduction Service (EDRS). You can contact EDRS by writing to 3900 Wheeler Avenue, Alexandria, Virginia 22304, or by telephoning them at (800) 227-3742 or (703) 823-0500. For those few ERIC documents which are not available by these means, information regarding their availability is provided in the square brackets.

Full text copies of journal articles are not available in the ERIC microfiche collection or through EDRS. Articles can be acquired most economically from library collections or through interlibrary loan. Articles from some journals are also available through University Microfilms International at (800) 732-0616 or through the Original Article Tearsheet Service of the Institute for Scientific Information at (800) 523-1850.

Overview

Cunningham, Patricia M. "Teaching Vocabulary in the Content Areas," *NASSP Bulletin*, v63 n424 p112-16 February 1979.

Explores techniques for integrating vocabulary development activities into the content area classroom.

CS009987

Graves, Michael F.; Prenn, Maureen C. "Costs and Benefits of Various Methods of Teaching Vocabulary," *Journal of Reading*, v29 n7 p596-602 April 1986.

Notes three types of instructional costs involved in teaching vocabulary, and discusses the benefits of some specific methods of vocabulary instruction.

Holbrook, Hilary Taylor. "A Content Vocabulary," *Journal of Reading*, v28 n7 p642-44 April 1985.

Explores problems surrounding direct instruction in vocabulary, and describes sources in the ERIC system offering other approaches to vocabulary development.

Maschek, Rose Marie. "Course Outline for Clinical Reading at the High School Level." 1987. 193p. [ED 169 480]

Divides content reading into two major sections: recognizing and understanding ideas, and recognizing and understanding words. Provides a number of teaching strategies with a focus on vocabulary development.

Ruddell, Robert. "Vocabulary Learning: A Process Model and Criteria for Evaluating Instructional Strategies," *Journal of Reading*, v29 n7 p581-587 April 1986.

Discusses the interactive nature of reading and vocabulary learning. Provides additional insight on how this interaction forms the basis for evaluation of approaches to vocabulary development.

Shuman, R. Baird. "Strategies in Teaching Reading: Secondary Curriculum Series." 1978. 128p. [ED 158 237]

Provides a comprehensive review of some of the problems the content area teacher faces in teaching reading. Describes several strategies for the improvement of reading skills through vocabulary instruction.

Simpson, Michele L. "Alternative Formats for Evaluating Content Area Vocabulary Understanding," *Journal of Reading*, v31 n1 p20-27 October 1987.

Addresses three problems: (1) What is involved in understanding a word or concept? (2) How is word knowledge measured? and (3) What are some alternative forms of vocabulary development? Provides several techniques for evaluating vocabulary.

Standal, Timothy C.; Schaefer, Christine C. "Vocabulary Improvement: Program Goals and Exemplary Techniques." 1978. 11p. [ED 239 229]

Discusses and supports the essentials of any vocabulary improvement program. Depicts six components of an effective program.

Thelen, Judith N. "Vocabulary Instruction and Meaningful Learning," *Journal of Reading*, v29 n7 p603-609 April 1986.

Discusses the importance of vocabulary instruction to comprehension. Reviews several suggestions on how to make vocabulary instruction meaningful to students.

Reading Theories

Dollerup, Cay; and others. "Vocabularies in the Reading Process." 1988. 34p. [ED 295 124]

Argues that the reader's vocabulary is the result of an interplay between the reader's reading strategies and word knowledge, as well as the text and its contents.

Nelson, Joan Herber. "Expanding and Refining Vocabulary in Content Areas," *Journal of Reading*, v29 n7 p626-33 April 1986.

Suggests that new vocabulary words be presented in concept clusters and related to prior knowledge to assist organization in memory.

Sternberg, Robert J. "Components of Verbal Intelligence: Final Report." 1985. 91p. [ED 267 090]

Proposes an alternative theory of verbal comprehension, specifying the information-processing components which are the mediating variables underlying the acquisition of word meanings from context.

Recent Research

Alvermann, Donna E. "Research within Reach: Secondary School Reading: A Research Guided Response to Concerns of Reading Educators." 1987. 201p. [ED 282 187]

Provides secondary school teachers with a resource text which synthesizes reading related research on a variety of topics. Discusses vocabulary development and includes a comprehensive bibliography.

Kaye, Daniel B. "Verbal Comprehension: The Lexical Decomposition Strategy to Define Un-

familiar Words," *Intelligence*, v11 n1 p1-20 January-March 1987.

Tests the ability of secondary students to use a lexical decomposition strategy to define prefixed words. Supports the theory of internal context use.

Kononpak, Bonnie C. "Effects of Inconsiderate vs. Considerate Text on Secondary Students," *Journal of Reading Behavior*, v20 n1 p25-41 Spring 1988.

Reports that contextual information in natural text may have a limiting effect on learning the meaning of words. However, students may be satisfied with their limited understanding.

Sanacore, Joseph. "Linking Vocabulary and Comprehension through Independent Reading." 1988. 15p. [ED 300 798]

Reports that independent reading can serve as a practical method for linking vocabulary and comprehension. Presents this as a separate strategy which complements other approaches and expands word knowledge.

Wenglinski, John C. "Translating Research into Classroom Practice," *Journal of Reading*, v30 n6 p500-05 March 1987.

Provides information about a classroom implementation experiment in vocabulary research.

Williamson, Leon E. "Concrete Features of Vocabulary Development from Puberty through Adolescence." 1982. 18p. [ED 261 335]

Reviews a comprehensive study comparing the vocabulary development of seventh- and eleventh-grade students. Explains that the two populations differ on syllables, prefixes, combining forms, and derivational suffixes.

Strategies and Curriculum Applications

Anderson, Nina L. "Say What?" *Exercise Exchange*, v30 n1 p29-30 Fall 1984.

Describes an exercise to develop students' vocabulary using the more complex language on popular television programs.

Blachowicz, Camille L. "Making Connections: Alternatives to the Vocabulary Notebook," *Journal of Reading*, v29 n7 p643-49 April 1986.

Describes six strategies for teaching vocabulary: exclusion brainstorming, knowledge rating, connect two, semantic feature analysis and semantic gradients, concept ladder, and predict-o-gram.

Brown, Rexel E. "Vocabulary Development in the Classroom," *Journal of Children and Youth*, Spring 1981. 69p. [ED 200 310]

Presents the first of a four-article series providing a source book for teaching vocabulary to secondary students. Included is a discussion of weaknesses in vocabulary instruction and specific activities for developing vocabulary.

Carr, Eileen M. "The Vocabulary Overview Guide: A Metacognitive Strategy to Improve Vocabulary Comprehension and Retention," *Journal of Reading*, v28 n8 p684-89 May 1985.

Suggests a metacognitive strategy for improving vocabulary, which establishes a relationship between the new word and the reader's personal experiences.

Comprehension in the Content Areas, 7-12: Strategies for Basic Skills. 1979. 117p. [ED 199 693]

Offers strategies for improving comprehension in content areas. Presents a discussion of concept and vocabulary development.

Culver, Mary. "Word Retrieval," *Exercise Exchange*, v22 n1 p15-17 Fall 1977.

Describes a group discussion process for helping students make use of the vocabulary that normally lies dormant in their minds.

Cunningham, Patricia; and others. "Vocabulary Scavenger Hunts: A Scheme for Schema Development," *Reading Horizons*, v24 n1 p44-50 Fall 1983.

Describes an instructional procedure based on the findings of schema research, illustrating that the more students know about a subject, the better they can comprehend what they read about that subject.

Edwards, Audrey, T.; Dermot, Allan R. "A New Way with Vocabulary," *Journal of Reading*, v32 n6 p559-61 March 1989.

Provides a method that teaches vocabulary as a prereading activity using selected quotes. Emphasizes the use of word parts and context clues to learn new vocabulary.

Frager, Alan M. "An 'Intelligence' Approach to Vocabulary Teaching," *Journal of Reading*, v28 n2 p160-64 November 1984.

Describes a teaching strategy in which the teacher models interest in words and develops the students' ability to learn the labels for new thoughts, ideas, and concepts.

Fuchs, Lucy. *Teaching Reading in the Secondary School, Fastback 251*. 1987. 34p. [ED 281 165]

Provides several chapters on vocabulary development, including specific instructional methods and activities.

Ignoffo, Matthew F. "The Thread of Thought: Analogies as a Vocabulary Building Method," *Journal Of Reading*, v23 n6 p519-21 March 1980.

Demonstrates why analogy exercises are useful in developing both vocabulary and concept formation.

Kaplan, Elaine M.; Tuchman, Anita. "Vocabulary Strategies Belong in the Hands of Learners," *Journal of Reading*, v24 n1 p32-34 October 1980.

Describes five strategies that foster independent learning of content area vocabulary.

Luere, Jeane. "Word Power: Vital to the 1980s." Paper presented at the Annual Meeting of the Rocky Mountain Modern Language Association, 1980. 11p. [ED 193 691]

Provides an instructional strategy which uses aural rehearsal, contextual experience, and oral drills to learn new words. Presents the use of media materials found in the students' environment as an effective instructional tool.

"Open to Suggestion," *Journal of Reading*, v27 n4 p364-66 January 1984.

Demonstrates the use of a vocabulary game for secondary school reading students, to develop their vocabulary.

"Open to Suggestion," *Journal of Reading*, v27 n7 p650-54 April 1984.

Describes activities that use jigsaw puzzles for vocabulary building with high school readers.

Piercey, Dorothy. *Reading Activities in Content Areas: An Idea Book for Middle and Secondary Schools*. 1976. 580p. [ED 130 251]

Includes a number of activities and teaching strategies for teaching reading in content areas. Focuses on classroom techniques for stimulating vocabulary development.

Richek, Margaret Ann. "Relating Vocabulary Learning to World Knowledge," *Journal of Reading*, v32 n3 p262-67 December 1986.

Discusses how becoming more aware of the origins of common words and learning how more sophisticated words relate to historical developments help students learn vocabulary.

Thompson, Loren C.; Frager, Alan, M. "Individualized Vocabulary Instruction in Developmental Reading," *Reading Horizons*, v26 n1 p47-53 Fall 1985.

Provides a technique for teaching vocabulary that integrates individual students' needs and experiences with the use of context in determining word meanings.

VanderMeulen, Kenneth. "Reading in the Secondary Schools: Teaching Students How to Add Words to Their Vocabulary," *Reading Horizons*, v17 n1 p66-70 1976.

Offers practical suggestions for improving the vocabularies of high school students.

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